

COMM 6806: Contemporary Theories of Communication*Professor:** Dr. David DeAndrea**Location:** Derby Hall 3116**Email:** deandrea.1@osu.edu**Time:** M/W 3:55pm-5:15pm**Office Hours:** Tu: 2:30-3:30pm & by appointment **Office:** Derby Hall 3066

Please include Comm 6806 in the subject line of all emails

Course Objectives:

1. You will be able to explain many of the theories used in the social scientific study of communication.
2. You will develop an understanding of the research conducted by faculty members in the School of Communication at OSU.
3. You will be able to explain the theories that are important to your interests as a scholar.
4. You will be able to critique any of the theories that are discussed in class or found in the readings.
5. You will be able to identify linkages between the theories found in distinct areas of the discipline and utilize these theories to improve your own research.

Assignments: 100 possible points

- Discussion questions and participation: 20pts.
- Short paper: 20pts.
- Exam: 20pts.
- Final paper presentation: 10pts.
- Final paper: 30pts.

Discussion Questions and Participation:

The success of seminar-style courses largely revolves around the quality of discussion that takes place. This means that it is essential for everyone to carefully read the assigned articles prior to class. In order to facilitate discussion, you will be responsible for posting one detailed question about the readings prior to every class. For readings on Monday, you must post a question to the discussion forum by 9am on Monday. For readings on Wednesday, you must post a question to the discussion forum by 12pm on Wednesday. You cannot post a question that has already been asked. Therefore, you need to pay attention to the questions that have already been posted by your classmates. You can, however, build off of your fellow classmates questions to create a cohesive line of inquiry. Questions should be accompanied by a few sentences that **briefly** describe/clarify the issue you are trying to raise; consider providing examples to clarify any abstract or nuanced ideas related to your question. Questions can serve a variety of purposes such as seeking to clarify an issue you find confusing, critically challenging some aspect of a reading, or provoking discussion of a particular issue you find compelling. Overall, try to ask questions that will stimulate a scientific discussion and avoid asking questions that you could easily answer yourself with some additional research. I reserve the right to conduct pop quizzes to assess participation.

Short Paper Assignment:

The aim of this paper is to express a communication based research question you would like to examine. You need to provide a clear articulation of the research question, an argument as to why you think this research question is important (both in terms of social significance and theory building, but mostly theory building), and some sense of where you might start looking in terms of past research (i.e., identify specific articles in peer-reviewed journals) in order to address this research question. More detailed instructions will be provided on Carmen.

Exam:

The exam will consist of a series of essay questions that touch upon multiple content points covered in class. Students will select 4 of 6 questions to answer; each question is worth five points.

Final paper presentation:

Students will provide a detailed overview of their final research paper. The structure of the presentation will mimic what typically occurs at communication conferences. Additional instructions will be provided on Carmen.

Final paper:

6-10 double-spaced, single-sided pages. This paper requires the student to write a complete front-end of an article. It should include an introduction and rationale, a literature review, and at least one hypothesis. The paper is limited to no more than four constructs-variables. The goal of the article should be to challenge, extend, or modify an existing communication theory. More details will be provided on Carmen.

Grades:

Grades are determined by the standard OSU grading scheme. I will not round grades up.

A = 93 - 100%	A- = 90 - 92%	
B+ = 87 - 89%	B = 83 - 86%	B - = 80 - 82%
C+ = 77 - 79%	C = 73 - 76%	C - = 70 - 72%
D+ = 67 - 69%	D = 60 - 66%	E = 0 - 59%

Email and Carmen:

You are responsible for checking your OSU email account and the Carmen course page regularly. Grades and course materials will be posted on Carmen throughout the semester.

Attendance Policy:

You are expected to attend every class.

Exam Make-up Policy:

Students must always email in advance or make-up requests will not be considered.

Assignments can only be made up in the event of a religious conflict, serious illness, death of friend/family member, or pre-approved university activity (e.g., athletic event). Consistent with university policy, I will accommodate students' religious observance days by re-scheduling any exams that conflict with those observances. In the case of a serious illness, students will need to present documentation from a medical professional stating that the student's illness prevented them from completing coursework on time. Documents that are not dated and do not indicate the severity of the illness will not be accepted. Documentation is required in the case of a death in the family. Student athletes, themselves, must provide advance notification of any absences. Car problems, computer issues, and work conflicts are among many **non-valid** excuses for missing an exam or failing to turn in an assignment on time.

Missing Class, Notes, and Lecture Slides:

If a student, for any reason, misses class, it is his or her responsibility to obtain notes from someone else in the class. My notes will **not** be available. I will gladly answer specific questions about missed content during office hours.

Academic Dishonesty:

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>."

Adopted from: <http://asccas.osu.edu/curriculum/asc-syllabus-elements>

Technology:

Students are NOT allowed to take photographs, record video, or record audio during class. Laptops and tablets should be used only for note taking and class related activities. Failure to comply with these policies will result in point deductions (see below).

Point Deductions:

I reserve the right to deduct points from students' grades if they (1) disrupt my ability to teach the class or a fellow classmate's ability to learn the course material (2) violate the technology policy, **or** (3) attempt to sell their notes to other students for monetary gain. If a student disrupts the class, I will ask the student to stop whatever action he or she is engaging in and/or to leave the classroom. A failure to comply will result in a point deduction. Penalties will range from a minimum of 20 points to a maximum of 100 points. In the event of a point deduction, students will receive written correspondence that documents the event and the penalty. Students who violate the technology policy by recording during lecture or attempting to sell their notes for monetary gain are subject to the maximum penalty without warning.

Students with Special Needs:

“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901;

<http://www.ods.ohio-state.edu/>.”

Adopted on July 20th, 2015 from: <http://ascas.osu.edu/curriculum/asc-syllabus-elements>

COURSE SCHEDULE

Class	Topic	Required Reading ***Read articles in order of appearance***	Assignment Due
W 8/24/16	Syllabus and course discussion		
M 8/29/16	What graduate students should know	Roloff and Pfau (2008) (p. 1-16 of PDF) Roloff 2015	
W 8/31/16	About theory and the field of communication	Berger et al. (2010) Chaffee & Berger (1987) (p. 104-105) Slater & Gleason (2012)	
M 9/5/16	NO CLASS LABOR DAY		
W 9/7/16	Foundations: Asking questions	Miller and Nicholson Chap 1	
M 9/12/16	Foundations: Using theory	Miller and Nicholson Chap 2 (p. 1-16 of PDF) Kerlinger Chapter 3	
W 9/14/16	Foundations: Explication	Chaffee (1991)	
M 9/19/16	Deception	Park et al. (2002) Levine & McCornack (2014) Levine (2014)	
W 9/21/16	Audience involvement	Brown (2015) Moyer-Guse (2015)	
M 9/26/16	Virtual Environments	Novak chapter (2015) Fox et al. (2015)	
W 9/28/16	Video Games	Bushman in press (p. 1-4 of PDF) Velez et al. (2016) Grizzard et al. (2015)	
M 10/3/16	HCI	Kramer et al. (2015) Malle et al. (2016) Malle and Scheutz (2016)	
W 10/5/16	CMC	Walther et al. (2015) Walther commentary (2014)	
M 10/10/16	CMC	DeAndrea (2014)	
W 10/12/16			Exam
M 10/17/16	Political communication	Garrett, Weeks, & Neo (2016) Eveland & Schmitt (2015)	

W 10/19/16	Science communication	Knobloch-Westerwick et al. (2015) Nisbet et al. (2015)	
M 10/24/16	Social influence: Norms	Rimal & Lapinski (2015) Shulman & Levine (2012)	
W 10/26/16	Short paper discussion	Short paper discussion	
M 10/31/16	Relationships	Knobloch (2015) Relational turbulence Stafford (2015) Social Exchange theories	Short Paper Due
W 11/2/16	Health communication	Glanz et al. Chapter 4: Pages 67-72 Hovick et al. (2014)	
M 11/7/16	Health communication	So et al. (2016) Lee-won et al. (2015)	
W 11/9/16	Final paper progress	Final paper progress	
M 11/14/16	Health communication	Richards & Banas (2015) DeAndrea (2015)	
W 11/16/16	Message production and reception	Dillard (2015) GPA chapter Giles et al. (2012)	
M 11/21/16	Media use and effects	Slater (2015) Valkenberg et al. (2015)	
W 11/23/16	Thanksgiving: No class		
M 11/28/16	Media use and effects	Wang et al. (2015) Appiah et al. (2013)	
W 11/30/16	Final Paper Presentations		Presentations
M 12/5/16	Final Paper Presentations		Presentations
W 12/7/16	Final Paper Presentations		Presentations
F 12/9/16	Final Paper Due		Paper Due

Criteria for Grading Paper Assignments

A: All aspects of the work are outstanding and error-free (or close to it). Students reveal a deep understanding of the content of the course as well as an ability to work with concepts beyond the level of simply regurgitating facts and definitions. Overall, students demonstrate in their work an excellent ability to synthesize and apply course content.

B: All work is of high quality. Work is clear, well structured, and largely error-free. Work effectively responds to all required elements of the assignment. Overall, the work demonstrates a solid grasp of course content, and some ability for creative, integrative, or intellectually rigorous application of the material.

C: All work is of acceptable, average quality. Work is on topic, responds to the requirements of the assignment, and is not rife with errors. Work addresses the requirements of the assignment and includes some elements of good style and structure. Content demonstrates a basic understanding of most elements of the course. Overall, work demonstrates a reasonable grasp of all content, but limited ability for creative, integrative, or intellectually rigorous application of the material.

D: Some work is of unacceptable quality. Work addresses the topic in a broad sense, but misses some key points or contains an unacceptable level of errors. Work addresses the assignment at only the most basic level. Content reveals some key areas of the course material in which knowledge is lacking. Overall, work demonstrates a weak grasp of content and little ability for creative, integrative, or intellectually rigorous application of the material.

E: A majority of the work is of unacceptable quality. Work fails to meet the basic requirements of the assignment, lacks basic elements of professional presentation, or is otherwise unresponsive to instructions. Errors are probably frequent. Content reveals a widespread lack of knowledge. Overall, work demonstrates little grasp of the material.

Grading criteria adopted and modified from Dr. Jesse Fox and the University of Arizona

Tentative Nature of this Syllabus

This syllabus represents a contract in the works. Events that transpire over the semester may require me to modify the administration of the course and therefore the syllabus. In the event I need to modify the syllabus, I will announce the modification in class and update the syllabus on Carmen. Ultimately it is your responsibility to keep up with any such modifications and be aware of current policies, deadlines, etc. I reserve the right to modify course policies throughout the semester.

School of Communication Diversity Policy:

The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

*Many thanks to Lance Holbert and Dave Ewoldsen for their input on this course.